# THE UNDERGRADUATE.

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## THE UNDERGRADUATE.

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## EDITORS' TABLE.

SO far this term we have been pretty well occupied in welcoming the incoming class, and we are confident that they have made the most of their opportunities. The UNDERGRADUATE, in turn, extends greeting and wishes that all sorts of pleasant things may be in store for them. For the third time within five years "the class is the largest since the war," and we can but hope that '99 will hold the honor for this year only. At commencement the student ranks seemed sadly thinned, but it is remarkable how soon the classes become accustomed to their new places on the scale and how hard they try to fill them. The Freshman class is, of course, no exception, but with a large membership and for the most part a class of men and women who can and will do something for themselves and indirectly for the college, we trust that Middlebury college has gained rather than lost. The other classes are well filled and the total number makes a larger figure than has been realized in nearly forty years.

To each Freshman we have to say, first of all, of course, subscribe for the UNDERGRADUATE; and, with that as a beginning, take an active interest in everything pertaining to the college, whether it be literary, social or otherwise.

There are many good colleges in the country, whose standards of scholarship make no especial difference when one is choosing an Alma Mater. After the financial question is disposed of a prospective student must necessarily be interested in the kind of people he is to be with for four years, and what there is in connection with his college life which will make it pleasant for him.

Every college association is intended to mutually benefit student and college, and there is no reason why they should not if the students will work in harmony.

THE UNDERGRADUATE is glad to be able to report still more improvements in our recitation rooms. Within three years the laboratories, dormitories and recitation rooms have been so changed that former graduates almost fail to recognize the interior of the buildings once so familiar to them.

This time it is more especially an improvement to the laboratories. A most convenient addition has been made to the chemical laboratories designed for the Seniors. Prof. McGilton has had it furnished with every appliance necessary for Senior use, and here the Seniors may work undisturbed by Junior blunderers.

Prof. Burt, the new professor of Natural History, has had the whole south side of the lower floor of the chapel fitted up into a lecture room and laboratory, giving his students much more room for their experiments and observations. Twelve powerful microscopes have been ordered to aid them in their study.

The exterior of Painter Hall has also been improved by replacing the roofed steps with neater ones of stone.

## GERMAN UNIVERSITIES.

[Re-edited from an article published in the Cambridge *Herald*, in April, 1894, by Prof. Theodore Henckels.]

The German Universities enjoy the enviable reputation of being comparatively the best among the existing institutions designed for the propagation of the highest intellectual culture.

It is, therefore, quite natural that the student desirous of acquiring the best education should turn his eyes upon Germany and finish his studies at some German University. The sentiment of national ambition has sought to counterbalance this migration by improving the various systems of education and the educational institutions. To this end delegates are despatched from every country desirous of, marching at the head of civilization, as the conventional phrase runs, in order to unearth the secret of the great success of the Germans in everything pertaining to education.

The results are almost invariably that the superiority of the German educational system is ascribed solely to the exterior forms in which it is given, to the plan upon which the schools are run. By adopting this peculiar system, it is thought, we shall attain the same results in our schools. Nay, many a pedagogue has perceived imperfections in the German system, suggested improvements, and recommended it thus improved for adoption; others wish to see it adapted to the wants of the American people; all, however, are convinced that it would produce at least the effects it has in Germany. It is a strong proof of the readiness of the American people to acknowledge real merit and superiority without regard to nationality, and their willingness to adopt measures that have, according to their judgment, led to success, that we now have several educational institutions for the propagation of high intellectual culture in our country which are, in their organization, a more or less accurate imitation of the German University. If, however, we test them by their results, the inadequateness of the idea that created these institutions will become evident. Do they attain the same results as a German University? We do not fear being contradicted by any person competent to pass judgment upon the question, if we answer unconditionally in the negative. Are they more successful than other similar American institutions? They certainly seem at first sight to be so; but after a more critical examination we come to the conclusion that the results are qualitatively not different from those obtained at the American college. The advantages we perceive are simply a consequence of method. The knowledge of the student is, undoubtedly, firmer and fresher, comparatively *lebendiger* (more alive), as the German says; but after all it is only the same material worked by the same laborer after a foreign model. This is the only possible advantage the method can produce, and it is the only one the German University has produced in America or which it ever will produce, unless the material be essentially changed, unless the student come to the University prepared in a manner radically different from the one used at present. No American student who has seen a German University will hesitate to avow that the spirit pervading it has not yet taken its abode in its American namesake. We have not more of the German University than the name, and, more or less, the external organization. We have learned that the method does not make the scholar, that the American student does not become a German thinker by simply putting on a coat cut to order after the German fashion.

If the German Universites are successful, it is by no means on account of their external organization, but in consequence of their solidarity with the character of the nation.

The German University is the product of the German people. It grows out of the peculiar institutions of that nation, and the soil from which these roots take their nourishment is radically different from the American ground. Germany is a monarchy, a country ruled practically by authority from "Gottes Gnaden", and not theoretically only as is the case in England; it is the home of militarism *par excellence;* the land of *Hoch und Nieder;* the nation that maintains the most rigid observance of differences in rank; that shows a most pronounced spirit of caste, and the most conservative nation of modern times. All the existing institutions have for centuries been in their present state, and have taken strong foothold in the minds of the people. Everything is compact, finished. No hopes of revolutions, of radical changes in public institutions are cherished by the representative part of the German population. The civil masses are as strictly compact as the military. Every one has his place, and advancement is to be expected only in the line the individual has chosen for his profession, never outside, and only in consequence of special merit. Such narrowness of basis of operation must necessari-

ly concentrate the activity of the individual and cause a correspondingly higher result. The militarism which exists as much in civil life as in the army, the system of authority and subordination, generate in the suppressed multitudes a desire of entering the ranks of the ruling. The German does not, as we have seen, count upon chances, and characteristically enough his language does not know the word. Money and the so-called "influence" are equally powerless; there is but one thing in the world that can procure him success within the borders of the fatherland and that is *Geist* (spirit). *Geist* breaks all barriers, conquers all prejudices. *Geist* is the card of introduction to all situations. There is no country in the world where this quality is more appreciated than in Germany. The nurseries of this spirit are the schools. There the intellect is developed slowly but thoroughly by many years of persevering study. Thence the intense interest the German bears for his schools. School and home co-operate there in the most successful manner. Parents and teachers emulate in pointing out to the disciple that his success in life depends upon the manner in which he carries through his studies. A child growing up in this atmosphere will receive the impression that intellectual culture is the key for all honors in life, that it is the worthiest thing to be pursued; he will accordingly devote his whole attention to it.

Under such influences, the student has reached his nineteenth year. His education has so far been essentially the same as that of students in other countries: so far he has acquired as much of the actual knowledge of the world as possible, he has been taught to make use of his senses, his logical faculties have been systematically developed. But the same material with which the German scholar has been nourished has wrought an entirely different effect upon his character. His teachers, the majority of whom are learned men rather than pedagogues, have, through their own example, inspired him with that disinterested love for study which is the very basis of the remarkable persistence and perseverance of the German student. He is acquainted with the joys and also with the difficulties of study. The result is that he studies voluntarily. We shall presently see of what vast significance this is.

At the entrance into the University the education of the German student differs from that offered by any other country. The German University is not only an institution for instruction but also for scientific research (Forschung). It is not only a school, but likewise a workshop for science. Both are closely consolidated. The student is not only expected to reproduce, to impart extant knowledge or to make new combinations with the existing material, but he is shown how this material is augmented, how the treasures of ideas are brought to light, how scientific researches are made. *He is taught how to be productive.* This naturally requires a teacher who is productive himself. The German professor is in many cases a poor teacher as regards method, he is not unfrequently void of all talent for teaching; for this point is not taken into consideration in appointing him. But his originality must be unquestionable. He is called to the chair only in consequence of original discoveries or theories in the special branch he represents. Other considerations are of second or third importance. The German is animated by the idea that a creative mind fulfils the essential requirements of academic instruction. All the noted learned men in Germany are therefore University professors.

This introduction into the ways and methods of scientific research, these excursions to the very limits of thought, to the farthest bounds of science, where the student is left alone and expected to dig out for himself some way in the labyrinth,—all this is intended to strengthen the student's forces, to make him think, to make things appear to him in a scientific light, to give him a sound basis, to make him, in short, intellectually free. He shall work for himself, on his own account, though he work perhaps with a loss. Independence is inciting in itself as well in material as in intellectual life.

After the student has occupied himself with several problems of the branch he has chosen for his study, his mind will be gradually emancipated, he will no more simply believe what he is told; he will investigate for himself; he will form a personal opinion. He commences now to sound, to separate what is only personal opinion and what is serviceable to science. A German *Hoersaal* is a parliament *in parvo*. There is a fraction of students who go with the professor through thick and thin, the conservative; another is liberal; and the radicals and even the anarchists, *die Geister die stets verneinen*, are at their posts. The professor, however, remains always the great authority. One of the characteristic sides of the German student is his scientific modesty. He may have a personal opinion, he may not believe his professor,

but he will never advance his personal theories with a pretension that they be better than the professor's. What he advances he never fails to characterize as his *unmassgebliche Meinung*. He is a truth seeker. *Amicus Plato, amicus Socrates, sed magis amica veritas.* This intellectual freedom is the very end of German academic education. In order to reach it the student is allowed the greatest personal liberty imaginable, a liberty that is, indeed, boundless. It is rightly supposed that the mind cannot be effectually freed without granting the fullest personal liberty. Before entering the University the student was necessarily under the double influence and authority of school and family; with his entrance at the University he is free, intellectually and personally. He may study what he likes, he may attend the lectures or not, he may lead a private life according to his taste,—all that is at his option. Once in his life the German is to be free. But when he is free, he is more so than the freest citizen of any land. He has his unlimited liberty of action; he knows no difference between day and night. *Dem Glücklichen schlägt keine Stunde.*

When excesses, which are, of course, unavoidable, have been committed the "academic citizen," as the students call themselves proudly, is not subject to the rulings of a plebeian police; he has his special academic court, which is always exceeedingly lenient to delinquents. This unrestrained private life of the German student has been most severely criticised. The majority of foreign observers do not, however, see beyond the many beer pitchers whose contents disappear uninterruptedly behind the students' teeth. As it is rather difficult for an outsider to gain access to those beer meetings, he cannot judge of the true character of these reunions. If anywhere, it is here that the peculiar *Geist* of the German university manifests itself. It has often been said that the German student learns more at his *Kneipe* than in the *Hoersaal*, and not without foundation. For nowhere has the intellect better opportunity for displaying its original productions. In those meetings at the *Kneipe* the students discuss, in a more or less formal way, the questions of the day, scientific points, new discoveries, in short, everything of interest for one participating in the intellectual life of the world. Here the *Herr Professor* and the student sit fraternally at one table and listen to the lecture held by one of the students, and join in the discussion following it. Here is the real University litterarum. The student is familiarized with subjects which lie outside his branch. The young, excitable spirits *platzen auf einander*, as the German drastically says. Everything testifies to the vivid interest these young men take in all scientific questions. The much slandered beer pitcher is by no means end, but simply means. It is supposed to animate the spirits and does its level best to accomplish that aim.

All these circumstances contribute to the final education of the youth, to the formation of the man. Here the student takes his stand in relation to the questions of the time. Be the individual liberal or conservative, reactionary or progressive, orthodox or heretic:—the essential thing is that he is, whatever he be, not out of habit, or lack of sufficient elucidation, or traditional obedience, but in consequence of scientific conclusions, critical examination and independent resolution.

The Universities of other countries do not yield the same broad education because their scope is different. The English and the majority of Colleges in America simply continue the work of the preparatory schools, and the developement of the logical faculties by imparting the existing human knowledge.

The German system of academic education is, as we have seen, successful because it is based upon a thorough elementary and preparatory education. An adoption by another people whose social organization is radically different and whose preparatory training can in no way be compared with that of Germany must necessarily result in a *fiasco*. We have, for a complete imitation, neither the material nor the instrument, neither the student nor the teacher, as they appear in Germany. We are by no means pressed into higher studies, as is the case in Germany. The majority of the population deem it rather a luxury than a necessity. Our social organization offers excellent chances to the individual who is simply supplied with a practical knowledge for his profession.

As a consequence, public opinion by no means necessitates academic studies. The interest felt in schools cannot be compared with that of the German population; consequently the family here does not cooperate with the school in the degree which would be desirable. Likewise, the preparatory schools are not organized so as to evoke a serious interest for theoretic studies in the scholars. The education of the teachers cannot be compared with that of their German colleagues, and the fact that the female teacher is by far prevalent, so that our young men are mostly educated

by women (a point that has never been recognized in its immense importance) is a most serious impediment to our scientific education.

Thus the young American enters a College where instruction is limited to reproduction, with an educa tion by far inferior to the one a German student of the same age posesses.

What is to be done? Don't let us simply adopt the exterior form of the German system, but first bestow our care upon organizing better preparatory schools. Hereon hinges the real difficulty—but, once overcome, Colleges and Universities must then remodel their entire constitution and the inevitable result will be the widening of their scope.

THEODORE HENCKELS.

## THE SOCIAL SIDE OF IT.

Do we as a student body pay enough attention to the demands of society? By society is not meant the specific sense of the word, devotion to an exclusive circle of acquaintances, which must be maintained by attendance of balls, whist parties, etc., but taking the word society in its broadest m aning, as the relationship of one to another when associated in any way.

We pride ourselves upon the advancement made from year to year, not only in latent intellectual force, but in a noticeable change in demeanor and personal appearance.

I wonder how often this change is such that a stranger would be able thereby to distinguish Freshman from S nior? We realize that we are not paragons, and, for the most part, there is a sincere desire to remedy defects so painfully apparent on state occa sions.

The student who receives an invitation to a musical or tea with about as much pleasure as he would his coal bill, must surely have seen only the embarrassing side of society.

A college is not supposed to offer the social advantages of a finishing school, but yet it has certain social obligations, which ought to be regarded as carefully as conformity to the curriculum. "Air and man ner are more expressive than words", says one; if so, the man who goes forth to meet success with scholarly speech and a boorish manner will be seriously handi capped.

If such a fate befall any of us, it will be the fault of some one. Ourselves, if we disregard every chance for such improvement, and some other source if *too few* opportunities are presented.

Perhaps the greatest responsibility lies with each individual. We are surely make great improvements in some directions, by cultivating respect and kindness toward each other, giving to courtesy its just due. While our books teach us the precepts of good morals and gentle manners, we can only receive real help from them by making them a part of ourselves and our actions, and we may learn at last, if we look deeper, that no true courtesy can be acquired without habitual observance of the Golden rule and kindred precepts. Emerson says—

"Good manners are made up of petty sacrifices."

## A TRAGEDY.

The wild winds swept o'er the sullen sea,
Arousing a terrible harmony
Of dashing billows and echoing shore
And the myriad sounds of a tempest's roar.

Through the gloom and mist the fisher's child
Looks anxiously forth o'er the billows wild,
For somewhere away 'mid the tossing foam
Her father's boat should be coming home.

Night comes hurrying swiftly down,
Made doubly dread by the tempest's frown,
Yet the little maid stands watching there,
While the mad gale tangles her golden hair.

Grown tired at last, she clasps her hands,
And, kneeling there on the watery sands,
A prayer goes forth on the storm wings wild
From the breaking heart of the little child.

Then she looses a boat, and her face gleams white
As the bark leaps forth to the waves and night,
But alas for the eyes by childhood blind,
He father's skiff she will never find.

* * * * * * * * *

Morning dawns and the ocean laves
The quiet shore with peaceful waves,
A lone white gull sails to and fro
As if keeping gaurd o'er the strand below.

The waves beneath him, blue and deep,
Sparkle and shine, and their secret keep;
But far beneath, where the sea flowers grow
And coral-branches are waving low,

The gentle current, with fingers cold,
Caresses bright curls of shining gold,
And sea-nymphs weep o'er a tiny face,
Grown wondrous fair in death's embrace.

## SOME THOUGHTS ON OBSERVATION.

Some stories, indeed all that are really worth reading, are useful as character studies as well as purely interesting to peruse. Of modern novels, those of Conan Doyle, introducing the character of Sherlock Holmes, detective, are an excellent illustration of

the truth of this general statement Probably there is no one who has thoughtfully read one of his stories who has not taken away from the perusal the impression that we do not *see* what goes on visibly around us every day. Multitudes of people, of things, of actions pass by unobserved, giving to our minds no definite knowledge of themselves. Tragedies, comedies, histories are acted before our very faces which we know nothing of; and that, too, not because they are not visible, but because our eyes are holden by the chains of inattention that we should not see. All that is necessary for the perception of multitudes of interesting things is what some one has described as the "seeing eye". Of this last fact take an illustration from common life. Many persons will pass along a country road and never once perceive a delicate white stalk of flowers peeping up from amid the grass. Many others will see and pass by the same little plant, but the botanist who passes by starts with pleasure and carefully gathers a spray for its delicately sweet perfume. He alone notices its perfect structure, its peculiar shape and proportions, its beautiful tint and recognizes it as the orchid *spirea*.

But things just as visible are going on around us day by day. We wonder oftentimes when some person does a desperate act. We think of it as so sudden and unexpected. Yet if a person associated with the criminal had been truly observant he might have been able, step by step, to trace the things which led up to the final crisis, the process which in its gradual development was utterly unnoticed.

It is true that we do not *see* what goes on around us either in ourselves or our friends or in the outer world. How many could tell how many and what kinds of trees border the walks from the chapel to the high school building, yet we pass those trees hundreds of times in the college year. How many have noticed the lettering on the stone in the wall near the library door? Yet we nearly all have sat on the library steps many times and faced the letters.

These are only two instances of the many, the myriads which crowd around us. The thing which we, as college students, need perhaps more than any other is the anointing of our eyes with the balm of attention, that we may see the things which are passing in their true relation to each other and to the world, and ability at a glance to take in details. Thus alone shall we become original investigators rather than satellites revolving around some greater light.

# OBITUARY.

## HARVEY DENISON KITCHEL, D. D.

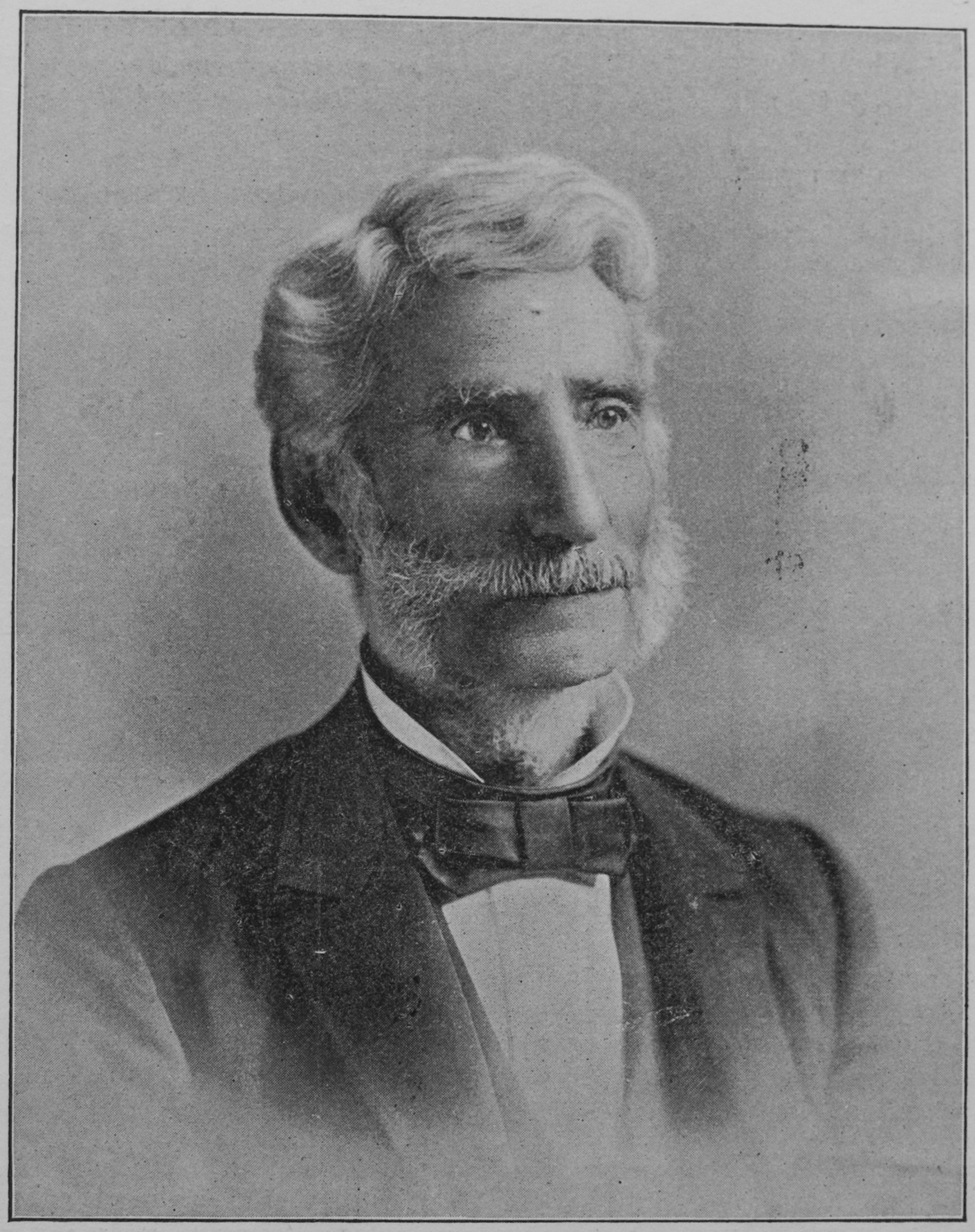
A telegram announces the sudden death of Dr. Kitchel on Wednesday morning, Sept. 11, 1895, while attending prayers in the chapel of the Sanatorium at Dansville, N. Y., where he and his wife were living.

Dr. Kitchel was born in Whitehall, N. Y., Feb. 3, 1812, his father being Rev. Jonathan Kitchel, pastor of the Congregational church there. He graduated at Middlebury College in 1835, and studied theology in New Haven. His first pastorate of ten years was at Thomaston, Ct., whence he was called to the First Church, Detroit, in 1848, where he remained sixteen years, building up the church in numbers and influence until it had attained a commanding position throughout the State and the whole interior. Not only that, but, as Dr. Davis, his successor, has said, "he molded its life and character with an impress of loyalty to God's truth and a willingness to serve men, which has remained to this day."

In 1864 he accepted a call to Plymouth church, Chicago, and though his pastorate was of only two years' duration, he is still affectionately remembered by those to whom he ministered during that time. In 1866 he resigned to accept the Presidency of Middlebury College, his *alma mater*. After seven years of service in this field, where he also aided and encouraged many Vermont churches by his preaching and his counsel, a failure of voice compelled him to resign, though for several years he continued to preach in answer to special calls when able, but later he has been obliged to decline all public speaking of any length, and he and his wife have spent their time alternately at the Sanatorium at Dansville, N. Y., and with one or another of his six sons.

His death was most sudden and unexpected. An attack of pneumonia in the spring had reduced his strength and left him feeble, still of late he had seemed to recover lost ground and was as bright and cheery as ever.

As a preacher Dr. Kitchel's sermons were forcible and impressive. His style was remarkable for its clearness and conciseness, so that it used to be said that some of his sentences contained almost whole sermons. There was also an originality and charm about everything he wrote that was wholly his own and that made him a marked figure in the pulpit; and



HARVEY DENISON KITCHEL, D. D.

this trait continued down to his latest day, so that his letters to his friends were always eagerly looked forward to and intensely enjoyed. He was a most delightful companion, his keen wit and playful humor lighting up every subject he touched. To his sons he was always a close friend and companion and confidant, and nowhere was he quite so charming as in his own home, surrounded by those he loved.

He was foremost among all the denominational movements of his day; was one of the first movers for the organization of the American Congregational Union, now the Church Building Society, was a corporate member of the American Board, and stood valiantly by it through all its dark days. He took a prominent part in the founding of Chicago Theological Seminary, and was elected to membership in its faculty; and though he declined to serve in that capacity, yet he gave it unstintedly of his love and service in other directions.

The burial was at Detroit, among the people of his early love for whom he lived and labored so many of the best years of his life. Surviving him are his wife and six sons: Harvey Sheldon, Bethlehem, Pa.; Rev. Cornelius L., Yale College; Courtney S., Milwaukee; L. Hart, Corfu, N. Y.; Farrand D., East Liverpool, O., and Stanley R., Minneapolis. All of his sons were bearers at the funeral in Detroit.

—*The Advance.*

# ALUMNI NEWS.

'21. Prof. Boyce has handed us the following letter which he has received from Prof. J. B. Kidder, which will explain itself:

HUNTINGDON, PA., Jube 10, 1895.

PROF. T. E. BOYCE,

*Dear Sir:*—Yours of the 6th inst. finds me still living and rejoicieg in the prosperity of my old Alma Mater. I bid "God speed" to the workers in her service. I cannot any longer call myself your oldest graduate, as Mr. Sawyer (1829) is still living and is several months my senior. If an opportunity should occur to promote the interest of any alumnus of Middlebury I would embrace it gladly. I can still subscribe myself the earliest, if not the oldest of your alumni.

J. B. KIDDER.

'56. Rev. A. W. Wild delivered an address before the Congregational society at Bennington at their recent convention.

'60. Dr. M. H. Eddy with his wife made a short visit to his boyhood home in Londonderry and Westminster, stopping on the way with his college-mate, Judge W. H. Walker of Ludlow.

'60. At a mass meeting of prominent Chicago citizens held at Associ.tion hall, the object being to express sympathy for the Cuban insurgents, E. B. Sherman was one of the speakers. The following is an abstract of his remarks:

"The sons and daughters of patriot sires can never look on with indifference while a brave people are striving to throw off the cruel yoke of oppre sion and struggling to secure for themselves and for their p s terity the inestimable boon of liberty, free government and free institutions. The hallowed memories of Washington and his compatriots are cherished as a sacred legacy—as the very lares and penates of the American home. While human hearts beat responsive to heroic deeds, those who in any land or clime dare to do and to die for liberty will be recognized as our brethren and accorded our profound and hearty sympathy.

"It is peculiarly fitting that in our great city—great in endeavor, great in achievement, great in aspirations—the sentiment which inspires the whole American people should first receive public expression. The citizens who compose the committee having this demonstration in charge have no pecuniary interest to serve, no personal ends to accomplish. They are animated solely by a desire to offer a suitable opportunity for the utterance of the sentiments of our citizens touching the efforts of our Cuban neighbors to achieve the blessings of a government of the people, by the people, and for the people.

"Kossuth uttered a profound truth when he said: 'They say it was I who inspired the people of Hungary. No, a thousand times no. It was rather the people of Hungary who inspired me.' May we not hope that the people of America will so inspire its rulers that the moral influence of this great republic may not be withheld from those who are so bravely battling with a despotic government which in former ages delighted in the inquisition, plundered Peru, and desolated the halls of the Montezumas, and in later times has been guilty of atrocities scarcely less shocking to the moral sense of mankind.

'66. Rev. W. B. Brown of Interlachen, Fla., preached at the Congregational church in New Haven a few Sundays ago.

'66. Rev. E. J. Ranslow spoke at the State Christian Endeavor convention held at Burlington, Sept. 18.

'68. Rev. G. H. Bailey of Ashfield, Mass., has been visiting during September his son, Rev. H. L. Bailey, '86, of Middletown Springs.

'75. Chas. M. Wilds acted as toastmaster at a meeting of the Fish and Game League at Isle La Motte. Ex Gov. Stewart, '45, made a speech.

'76. Rev. Dr. Einion C. Evans commenced his pastorate at Emmanuel Congregational church of Montreal Sept. 1, and the *Daily Witness* of August 21 printed a sketch of his life. Among other things it has the following:

"A native of Llangranog, county of Cardigan, Wales, Dr. Evans came to America when twenty-one years of age, and attended the academy at Gouverneur, St. Lawrence county, New York, afterwards teaching school in the same county for four months. Before leaving Wales he served an apprenticeship as pupil teacher at New Quay and was for three years master of the British school at Pontgarreg. He began to preach in his native tongue at Richville, New York; graduated at the head of his class at Middlebury college, Vermont, in 1876 and was tutor in Latin at Oberlin college one year. He studied theology at Yale and Oberlin, graduating from the latter place in 1880. Middlebury college conferred upon him the degree of Doctor of Divinity in 1892. His first regular pastorate was in Norwood, New York, continuing five years, during which the membership increased from seventy five to two hundred. His next pastorate, of about equal duration, was in St. Paul, Minn., where from a single home missionary church of forty members he built up a vigorous and self-supporting church of 225 members. His last pastorate of five years and four months was in Springfield, Mo., a field of great importance and great difficulties. Here he more than kept his record as a churchbuilder, increasing the membership of the church from 175 to nearly 400. In Missouri he has received every honor that both local and State association could confer upon him.

"While Dr. Evans is a vigilant, active, wide-awake pastor and has special aptitudes along evangelistic

lines, his particular forte is in the pulpit. The late President Ingalls of Drury college once said that the intellectual leadership of Springfield was in the pulpit of the First Congregational church. A correspondent of the 'Congregationalist' not long ago compared Dr. Evans to Dr. Guthrie in his ability to interest all classes at the same time. Concerning his departure from Missouri the Chicago 'Advance', for Aug. 1, said: 'Congregational interests in Missouri, and especially in the southwestern part, have sustained a serious loss in the departure of the Rev. E. C. Evans, D. D., to the pastorate of Emmanuel church, Montreal. During the five years and four months of his work as pastor of the First church, Springfield, 276 members have been added to the church, 157 on confession. Catholic in spirit, progressive yet strongly evangelical in his theological views, stimulating and spiritual as a preacher, making himself thoroughly acquainted with the needs of the congregation and of the whole field, Dr. Evans rallied the church about him and did a work whose carrying forward will be the best testimonial to his fidelity and wisdom. His power was felt in all the lines of denominational activity throughout the State, and there is an expression of universal regret at his departure.' "

'77, '76, '88. Rev. J. M. Hull of Weston, Mass., Chas G. Farwell of Boston, Bernard M. Coolidge of Chicago, spent portions of their summer vacations in Ludlow.

'77. Prof. W. I. Twitchell of Hartford, Conn., was at his father's home in New Haven for a few weeks this summer.

'77. Prof. B. M. Weld has been re-elected principal of Beeman Academy, New Haven, for the coming year. Mr. Weld has much improved the school since he came there a year ago, and New Haven people hope he will remain and bring the school into something like the flourishing condition that it was ten or twelve years ago.

'81. James L. Barton, Secretary of the American Board of Foreign Missions, has gone to Japan and China to open colleges and attend to missionary enterprises.

'82. S. J. Preston, principal of the Mamaroneck (N. Y.) High School. spent part of the summer vacation at Lake Champlain.

'86. Rev. James TenBroeke has severed his connection with the Berean Baptist church of Burlington and has accepted a call to the chair of Philosophy in McMaster University, Toronto. He succeeds Prof. Foster, who goes to the University of Chicago. McMaster University is one of the leading educational institutions in Canada.

'88. Rev. E. J. Klock has returned from an extended trip through Europe. Mr. Klock left here July 6 and sailed from New York on the steamer "State of California" for Glasgow with one of Frank Baker's European excursion parties, numbering seventeen. While on his travels Mr. Klock procured photographs which he will exhibit this winter. He returned via Montreal from Liverpool on the Allan line. Mrs. Klock spent the summer with her parents in Wallingford.

'90. The invitations are out to the marriage, Oct. 2, in the M. E. church at Ludlow, of Rev. Henry M. Goddard of South Royalton and Miss Lena Sargent, sister of Sargent, '94.

'91. E. B. Clift and wife spent the summer in Middlebury.

'91. Ira E. Pinney has entered the Yale Theological Seminary.

'93. Prof. E. R. Brown and wife spent most of the summer vacation with Mrs. Brown's parents in New Haven. Mr. Brown has returned to Newark, N. J., where he has a remunerative position as a teacher at Newark Academy.

'93. William Douglass and Mary Dunshee, both of '93, were married at Bristol in August.

'93. Geo. L. Hasseltine attended the National Teachers' Association convention held at Denver, Col., during the summer. Mr. Hasseltine is now in New Haven, Conn.

'93—'95. Married at Burlington, June 29, Charles Leonard, '95, to Miss Emma Dorsey, '93. Albert Sargent, '94, was best man and Eben Fullam, '95, and Howard Dorsey, ex-'95, were ushers. They went at once to his parish at Ripton.

'93. Prof. B. C. Miner has resigned his position as principal of the Graded School at Essex, N. Y., and has accepted the chair of Latin and higher mathematics at Straight University, New Orleans.

'94. Frank H. Bigelow is supplying the Methodist pulpit at Brandon.

'94. Miss Clark has moved to West Randolph.

'94. Miss Ranslow is teaching at her home in Swanton.

'94. Miss King, who has been teaching in Barre, has resigned her position there to accept the offer of a desirable place as private tutor in a wealthy city family.

'94. Miss Ritchie has returned as college librarian.

'95. L. M. Seely is in the life insurance business in New York city.

'95. Geo. S. Wright is acting as principal of the Bridport High School.

'95. R. O. Wooster is book keeper for the Vermont Marble company at Centre Rutland.

'95. Miss Brainerd is teaching in Great Barrington, Mass.

'95. Miss Breckenridge is teaching in Starkey Institute, Eddytown, N. Y.

'95. Miss Heath is supply teacher in the Rutland schools.

'95. Miss Palmer is teaching in the Castleton Normal School.

'95. Miss Ross is teaching in the Perry Institute in Rutland.

'95. Miss Steele is teaching in Windham Institute, Montevideo, Minn.

'95. Miss Verder is teaching in the school at Sidney, N. Y., of which Charles Hesselgrave, '93, is principal.

## LOCALS.

Adams, '95, was in town Sept. 25.

Sessions, '98, is rooming at Mr. Sawyer's.

Wales, '96, will return to college about Oct. 5.

Miss Anderson, '99, visited in Pittsford Sept. 21.

Prof. Burt and family are living on Seminary street.

Miss Sutton, '98, gave a tea to a few friends Sept. 24.

Mr. Hapgood of Peru, Vt., visited his daughters Oct. 2.

Lake and Colby, '99, have joined the Baptist Y. P. S. C. E.

There will be no college football or baseball teams this fall.

Miss Ross, '95, visited the college at the beginning of the year.

Misses Janes and Holden, '97, are boarding at Mr. Merrill's.

Perry, 98, and Marshall, '95, attended the Brandon fair Sept. 24.

Miss Ware, '96, and her sister spent the summer at Bread Loaf Inn.

Miss Whitney, '98, took a short trip in Nova Scotia during vacation.

Miss Nichols, '99, spent the day Sept. 22 with an aunt in Brandon.

Mrs. Barton, '96, is rooming at Mr. Sawyer's on South Main street.

Miss Swiney, '96, was in Boston during the Knights Templar conclave.

Miss Louise Spies of New York visited college with Miss Ware, Sept. 30.

Kimball and Parkhurst, '97, attended tne Brandon fair Wednesday, Sept. 25.

Miss Pollard, '96, spoke at the County C. E. convention at Salisbury, Sept. 28.

Cadwell, '97, is teaching at Brooksville. He will return to college about Nov. 1.

Mrs. Henckels, with her children, returned from a visit in Syracuse the last of September.

A party of eight spent Saturday, Sept. 21, at Lake Dunmore. A pleasant time was reported.

Perry, '98, preached at Panton and Addison, Sunday, Sept. 22, for Lamson, '96, who was ill.

Bliss, '98, is preaching at Bridport each Sunday. He is to act as janitor at Battell Hall this winter.

Mrs. Barton, '96, and Miss Willmarth of Addison were in Northfield during the August conference.

The class of '99 won the cane rush between themselves and the class of '98, Saturday morning, Oct. 5.

Rev. A. W. Dickens made the dedicatory prayer at the new Congregational church at Whiting Sept. 22.

Miss Pollard, '96, was delegate from the college Y. W. C. A. to the Eastern conference at Northfield, July 20–30.

Four of the local high school graduates have entered the class of '99—Howard, Noble, Smith and Wainwright.

Rev. S. B. Blunt has left Middlebury for Danville, Pa., where he has accepted the pastorate of the Episcopal church.

Miss Roseman, '96, visited Miss Brock, '96, Miss Ranslow, '94, Miss Gerould, '97, and Miss Allen, '98 during the summer.

Roscoe, '96, spent the summer at Loon Lake. He was at home Sunday, Sept. 22, with his mother, who has been seriously ill.

Misses Clark, '94, Allen, '98, and Miss Roseman, '96, attended the Pi Beta Phi convention in Boston the last week in August.

Mrs. Corbin, wife of Corbin, '99, is in Middlebury. They are living in the house formerly occupied by Mr. Dorsey, north of the college.

Miss Edna Higley, sister of Miss Mary Higley, '98, returned from Germany in July and is now teaching music in the Montpelier Seminary.

Miss Helen Sutliff, head cataloguer in the University of Kansas and ex-Grand President of Pi Beta Phi Fraternity, visited Vermont Alpha Sept. 16.

The Y. W. C. A. gave a college reception in the Phrontisterion the first Friday night of the term to the Freshman girls and the other young ladies of the college.

Mrs. W. W. Eaton was appointed a vice president of the State Woman's Congregational Missionary society, which held its annual meeting in Manchester in September.

Twelve of the students are boarding at Mrs. Avery's, several at Mrs. Sanford's and about thirty at the college boarding hall. LaFleur, '94, is managing the hall for another season.

Misses Brock, '96, Pollard, '96, Gerould, '97, Whitney, '98, and Messrs. Goodman, '96, Moore, '96, Lamson, '96 and Lake, '99, attended the County Christian Endeavor convention at Salisbury, Sept. 28.

The electric lights were taken from all the rooms in Starr Hall during the summer. In some instances the students owned the property taken and the electric light company has settled for the same.

Miss Scoles, '99, returned home Saturday, Sept. 21, to be present at a surprise gathering of the parishioners of Rev. Mr. Scoles in celebration of the twenty-fifth anniversary of the marriage of Mr. and Mrs. Scoles.

Miss Charlotte Russel, ex-'98, was married Sept. 18 to William O. Sanford, the popular druggist. The ceremony took place at noon at the Episcopal church. Roscoe, '96, Peck and Jordan, '98, and Mr. Hill of the town acted as ushers.

The Baptist church has put in new electric lights, which improve the interior very much. Rev. D. W. Lyman of Hamilton Theological Seminary, who supplied the Baptist pulpit for two Sundays last spring, accepted the pastorate of the church and was ordained in August.

## THE FRESHMAN CLASS.

The names and addresses of the members of the Freshman class are as follows:

Herbert E. Boyce, Winchendon, Mass.
Ernest C. Bingham, Cornwall.
Frank Wm. Cady, Aurora, Ill.
G. Harvey Colby, Pembroke, N. H.
Aaron B. Corbin, Potsdam, N. Y.
John Cosgrove, Plattsburgh, N. Y.
L. Roy Howard, Middlebury.
Chas. A. Hubbard, Whiting.
Donald P. Hurlbut, Bennington.
Harry F. Lake, Pembroke, N. H.
George A Marvin, Norfolk, Conn.
Chas. J. McCuen, Vergennes.
Henry B. Morrell, Lakewood, N. J.
Theodore H. Munroe, Middlebury.
Fred W. Noble, Middlebury.
Clayton O. Smith, Willsboro Pt., N. Y.
Herman E. Smith, Middlebury,
George W. Stone, Vergennes.
Rufus Wainwright, Middlebury.
Ernest Waterman, Brattleboro.
John Whitney, Coventryville, N. Y.
Annette Anderson, Shoreham.
Jane Barker, Sydney, N. Y.
Jessie Campbell, Middlebury.
Loraine Hapgood, Peru.
Augusta Kelley, Cape Cod, Mass.
Anna Nichols, Randolph.
Harriet Palmer, Weybridge.
Sarah Scoles, North Clarendon.
Lucy W. Southwick, Worcester, Mass.
Annis Sturgis, Cape Cod, Mass.
Ethel L. Waterman, Brattleboro.

## CLASS OFFICERS ELECTED.

The following officers have been elected in the Freshman class:—President, Stone; vice-president, Hubbard; treasurer, Bingham; secretary, Miss Waterman.

The following are the officers of the Sophomore class:—President, Peck; vice-president, Miss Whitney; secretary, Miss Crampton; treasurer, Sessions; toastmaster, Hinman; historian, Skeels; poet, Miss Higley; prophet, Miss Avery; orator, Halpin; athletic captain, Wells.

The Junior class reelected the officers of last year for the year ensuing.

## ADDITIONAL ALUMNI NOTES.

'58. Prof. Brainerd Kellogg was in town the first few days of the term.

'71. Prof. Walter E. Howard responded to a toast at the reunion of the Vermont Legislature (Oct. 3) banquet, the subject of which was the educational advantages which Vermont offers.

'88. H. B. Denio is at Montpelier cataloguing a library belonging to the city of Montpelier.

'93. H. G. Megathlin was in town Oct. 8.

'95. W S. Grant is a student at the University of Pennsylvania.

## A COURSE IN ELOCUTION.

The college management has been so fortunate as to secure the services of Rev. Mr. Leonard, '95, as an instructor in elocution.

Mr. Leonard made this study a specialty before entering college and is peculiarly well fitted for the position.

An excellent speaker himself, he can illustrate whatever he wishes his students to produce and thus do much more than could one whose scope lies in criticism alone. He believes that every student before leaving college should know how to express his thoughts easily, forcibly and clearly; that he should make a presentable public appearance, and, like any other trained speaker, learn to forget himself and his appearance and give his whole attention to what he says and how he says it. Mr. Leonard also holds that the training which students get for the few weeks preceding prize-speaking is not the kind of training which really does him much good. He says we ought to know how to express himself in a variety of ways; to know how to use our voice to its best advantage, and that, in the place of character delineations and the like, he would be glad to see up and down *orations*, something which rings with oratory and eloquence.

With these ideas he has begun his work here. The work is required for Freshman and Sophomore classes and is elective work for the upper classmen. He has an hour a week with Freshmen, Sophomores and upper-classmen each.

So far the exercises have been mainly for the strengthening of the voice and instructions how to use it.

## PI BETA PHI CONVENTION.

The biennial convention of Pi Beta Phi Fraternity was held in Boston, Aug. 27 to 29, it being the twenty eighth year since the founding of the Fraternity at Monmouth College, Ill. About fifty young ladies were in attendance from the twenty-five chapters. On the evening of the 27th, a reception was held in the Y. M. C. A. rooms, the headquarters of the convention. The day sessions of the 28th and 29th were given up to business sessions. On the evening of Wednesday a model initiation was held, followed by a Pi Phi "cookie-shine," and Thursday evening the closing banquet was given, after which the convention adjourned to meet in '97 with Colorado Beta at Denver.

## THE CANE RUSH.

The class of '99 challenged the class of '98 to a cane rush. The class of '98 duly considered the challenge and accepted it. Committees were appointed for each class and Painter Hall resounded with echoes of their frequent conferences. At last after much speculation by outsiders and deliberation (we suppose) by the committees, the matter was arranged for Saturday morning, Oct. 5.

A covenant was drawn up, duly signed by each member of each committee, referees, umpires, timers, etc., etc., and all was ready. Now, '99 outnumbers '98 in men, yet valiant Sophomores saw a hope of victory in the unorganized condition of the Freshmen. At last eleven '98 and fifteen '99 men lined up against each other on the college campus and the rush began. The cane was immediately carried into the Freshman territory and there it remained throughout the five minutes of the rush. No one was seriously hurt, the Freshmen were in natural spirits and the Sophomores by no means crushed.

Another year we hope the two lower classes will arrange some sort of a contest which will give each man a chance to do all he can, and where every one can see what he does and that he does it fairly. The rush depended too much on the nerve of the men who held the cane. Would not a tug of war better show the strength of the classes?

Through a typographical error the name of Helen Baird, Alhambra, N. Y., was omitted from the list of Freshmen.

## AN ELECTRIC LIGHT AT THE COLLEGE.

There is a saying that the more one gives to persons the more they want and the bolder they are in asking for it.

But there is one thing we are sure the students do need very much and that is an arc light on the college campus. Perhaps the best place for it would be in front of the chapel, for that building is often used for evening gatherings. The Y. M. C. A. meetings at 6:30. The Phrontesterion receptions and the course of lectures last winter, which were held in the college chapel, showed the need of a light outside the building. Can we not have one the coming year?

## HIS FATE.

A POEM FOR FRESHMEN.

The youthful "Fresh" to college came,
  Inspired quite through and through,
Resolved to be as big a man
  As Chauncey M. Depew.
He took the train at Bellows Falls
  And to his great delight
He found a pleasant Senior, bound
  For "Midd." that very night.
The new-found friend was witty,
  With jokes quite brimming o'er;
The "Fresh" had never met a man
  So very bright before.
The train slowed up at Rutland
  And a restaurant in sight;
"Come on, my boy," the student cried,
  "Let's go and take a bite."
He ordered all the bill-of-fare.
  The Freshman thought it strange
And felt a trifle nervous
  About the needful change.
But his companion generous proved,
  And begged in gentle tones
"To be allowed the pleasure"—and,
  He paid the bill alone.
They sought once more the railway coach,
  And, wondrous to relate,
Another student joined the two,
  But this one rode in state.
He said he never went "3d-class,"
  A Pullman suited him,
And if the "Fresh" would be so kind
  "Why please to step within"—
Oh, swiftly did the moments fly
  And student No. 2
Proved just the most delightful lad
  The Fresher ever knew.
They reached at length their journey's end,
  But ere he goes away
His kindly friend invites him to
  "Drive up in my coupe."
The Fresher quickly sought his room
  And tried the place to right,
But had to meet so many folks
  That nought was done that night.
He fain would rest his weary frame,
  And, making this proposal,
To his chagrin he found nine beds
  Were placed at his disposal.
He slept, perforce, on *one*, and learned,
  Ere sleep their voices hushed,
That he was passing through the stage
  Known generally as "Rushed."
Were I to persevere and write
  The details of his fate,
How he was feted, praised and forced
  Perchance to dissipate,
Time and the hour would fail me quite,
  So let me haste to add
The denouement of this discourse
  Alas! surpassing sad!
They rushed him through the classic halls,
  They rushed him round the town,
They rushed him up the creek and then
  They turned and rushed him down.
The "Fresher" couldn't stand it,
  (But he was not to blame
Because he failed to emulate
  "Our Chauncey's" wondrous fame).
He didn't gently waste away,
  And 'twas with great surprise
They read upon his tombstone,
  "*Rushed into Paradise.*"

## SUNDAY AND THE SALOON.

The saloon is demanding the surrender of Sunday. Six days in the week are not enough for its work of wrecking manhood and destroying homes; it wants the full seven. Where it is prohibited it works secretly; where it is tolerated it seeks larger freedom; where it is favored it tries to break down all barriers. It is always and everywhere restive under restraint and either evades or defies the laws made for its regulation. In New York city, where it has had full sway, it is chafing under the few restraints put upon it, and in the sacred name of liberty it denounces the laws which forbid it to sell on Sunday as "blue laws," as "puritanical," "tyrannical," "fanatical," as "galling and as "breeders of hypocrites."

Because the reform administration of the city has enforced these reasonable laws impartially, the question of repealing them has been made an issue in the coming State campaign. The saloon element tried first to silence, because they could not capture, the Republican State convention, and through the maneuvering of the politicians they almost succeeded. But there was too much moral sentiment in the convention to be suppressed at the dictation of Thomas C. Platt, and at the last moment a resolution in favor of the maintenance of Sunday laws was adopted as

the voice of the Republican party. If the people had been more dominant and the politicians less so in that convention, that plank would have been far more emphatic. But to the great body of those who vote the Republican ticket it means no surrender of Sunday or any part of Sunday to the infamous saloon; and we shall be greatly surprised if the Republican vote in the is State materially reduced on account of it.—*Independent.*

## Y. M. C. A.

The College Y M. C. A. is in a flourishing condition and at no time for several years have the meetings been so well attended and so active as they are at present.

After this month the UNDERGRADUATE hopes to have regular notes from both Y. M. C. A. and Y. W. C. A.

The teacher demanded in accents of love
Now, Tommy, stand up, Sir! What is a dove?
Tom wavered, reflected, then doubting aside,
"An insect, with white foliage," he replied.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